

CAMBRIDGE

**SECOND EDITION**  
**STUDENT'S BOOK**  
with Interactive eBook

Herbert Puchta, Jeff Stranks  
& Peter Lewis-Jones

**3**  
CEFR  
**B1+**



**AMERICAN  
THINK**

Better  
Learning



**STUDENT'S BOOK**  
with Interactive eBook

**3**

CEFR  
**B1+**

# AMERICAN THINK

**SECOND EDITION**

**Herbert Puchta,  
Jeff Stranks &  
Peter Lewis-Jones**



**CAMBRIDGE**  
UNIVERSITY PRESS

# CONTENTS

**Welcome** p 4 **A** *let* and *allow*; Music; Verbs of perception; The big screen; Present perfect tenses; TV programs  
**B** Our endangered planet; Question tags; *So do I / Neither do I*; Accepting and refusing invitations; Party time; Indefinite pronouns; Arranging a party

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
<b>Unit 1</b> <b>Big decisions</b> p 12 ▶	Talking about the future Complaining Developing Speaking: Talking about worrying Role play: Complaining to a relative	Present tenses (review) ▶ Future tenses (review)	Making changes Life plans <b>WordWise:</b> Phrases with <i>up</i>
<b>Unit 2</b> <b>A hard life</b> p 20 ▶	Talking about the past	▶ Narrative tenses (review) <i>would</i> and <i>used to</i>	Descriptive verbs Time periods

**Life Competencies:** Managing stress ▶, **Culture:** Creative climate solutions ▶, Review

<b>Unit 3</b> <b>What's in a name?</b> p 30 ▶	Giving advice Expressing obligation Giving recommendations, warnings, and prohibitions	( <i>don't</i> ) <i>have to</i> / <i>ought to</i> / <i>should(n't)</i> / <i>must</i> ▶ <i>had better (not)</i> / <i>can('t)</i> / <i>must(n't)</i>	Making and selling Expressions with <i>name</i>
<b>Unit 4</b> <b>What would you do?</b> p 38 ▶	Talking about hypothetical situations Expressing wishes Apologizing and accepting apologies Developing Speaking: Talking about what to study in college	First and second conditional (review) Time conjunctions ▶ <i>wish</i> and <i>if only</i> Third conditional (review)	Being honest Making a decision <b>WordWise:</b> Phrases with <i>now</i>

**Life Competencies:** Acting on instinct ▶, **Fiction:** *How I Met Myself* by David A. Hill, Review

<b>Unit 5</b> <b>Storytelling</b> p 48 ▶	Telling a story	▶ Relative pronouns Defining and non-defining relative clauses Relative clauses with <i>which</i>	Elements of a story Types of story
<b>Unit 6</b> <b>That's impossible</b> p 56 ▶	Talking about sequence Explaining how things are done	▶ Present and past passive (review) <i>have something done</i> Future and present perfect passive (review)	Extreme adjectives and modifiers <i>make</i> and <i>do</i>

**Culture:** Storytelling in the Caribbean ▶, **Fiction:** *The Mind Map* by David Morrison, Review

<b>Unit 7</b> <b>Breaking away</b> p 66 ▶	Talking about permission Talking about habits Invitations Developing Speaking: Being more flexible Role play: Accepting or refusing invitations	<i>make</i> / <i>let</i> and <i>be allowed to</i> ▶ <i>be</i> / <i>get used to</i>	Phrasal verbs (1) Personality <b>WordWise:</b> Phrases with <i>all</i>
<b>Unit 8</b> <b>Crime and punishment</b> p 74 ▶	Reporting what someone said, asked, or requested Giving and reacting to news	▶ Reported speech (review) Reported questions, requests, and imperatives	Crime Reporting verbs

**Life Competencies:** Getting along with others ▶, **Culture:** Famous prisons ▶, Review

<b>Unit 9</b> <b>It's a mystery!</b> p 84 ▶	Making deductions	▶ Modals of deduction (present) <i>should(n't) have</i> Modals of deduction (past)	Mysteries Expressions with <i>go</i>
<b>Unit 10</b> <b>Money</b> p 92 ▶	Talking about future events Sympathizing Developing Speaking: Talking about having or not having money	▶ Future continuous Future perfect	Money and value Jobs and work <b>WordWise:</b> Phrases with <i>by</i>

**Life Competencies:** Being determined ▶, **Fiction:** *Wild Country* by Margaret Johnson, Review

<b>Unit 11</b> <b>Emergency!</b> p 102 ▶	Expressing purpose Emphasizing	Verbs followed by gerund or infinitive <i>to</i> / <i>in order to</i> / <i>so as to</i> ▶ <i>so</i> and <i>such</i>	Danger and safety Adjectives with negative prefixes
<b>Unit 12</b> <b>Life's firsts</b> p 110 ▶	Expressing regret Talking about fears	Phrasal verbs ▶ <i>I wish</i> / <i>If only</i> + past perfect	Phrasal verbs (2) Nervousness and fear

**Culture:** The Great Escape ▶, **Fiction:** *Bullring Kid and Country Cowboy* by Louise Clover, Review

**C** Feeling under the weather; Giving advice; Better or worse?; Comparisons

**D** Reported speech; Sequencing words; Asking for and offering help; IT problems; IT vocabulary; Passive tenses

PRONUNCIATION	THINK!	SKILLS
Linking words with <i>up</i>	<b>Train to THINK</b> Reading between the lines	<b>Reading</b> Online forum: What next? Blog: Before I settle down – a list <b>Writing</b> An email about resolutions <b>Listening</b> Conversation about success and failure
Initial consonant clusters with /s/	<b>Train to THINK</b> Following an idea through a paragraph <b>Values:</b> Animal rights	<b>Reading</b> Magazine article: They made a difference: The slave trade Online magazine article: A short history of bathing in the UK <b>Writing</b> A magazine article about someone who made an important discovery <b>Listening</b> The passenger pigeon

TOWARDS B2 First for Schools practice

Strong and weak forms: /əv/ and /əv/	<b>Train to THINK</b> Identifying the main topic of a paragraph	<b>Reading</b> Article: Brand names Article: Funny place names <b>Writing</b> A reply to a letter asking for advice <b>Listening</b> Nicknames
Consonant–vowel word linking	<b>Train to THINK</b> Thinking of consequences <b>Values:</b> Doing the right thing	<b>Reading</b> Quiz: How honest are you? Article: How honest is that? <b>Writing</b> A journal entry about a dilemma <b>Listening</b> A guessing game: I wish

TOWARDS B2 First for Schools practice

The schwa /ər/ in word endings	<b>Train to THINK</b> Thinking about different writing styles	<b>Reading</b> Blog: So you want to write a novel, do you? Article series: There are always two sides to an argument: Books are always better than their movies. <b>Writing</b> A short paragraph expressing an opinion <b>Listening</b> Roald Dahl
The /3/ phoneme	<b>Train to THINK</b> Understanding what's relevant	<b>Reading</b> Magazine article: How on earth does he do it? Blog: Big questions – bigger answers! <b>Writing</b> Explaining how things are done <b>Listening</b> Conversation about a haircut

TOWARDS B2 First for Schools practice

Intonation – inviting, accepting, and refusing invitations	<b>Train to THINK</b> Thinking outside the box <b>Values:</b> Stereotypes	<b>Reading</b> Article: Changing the rules Article: My prisoner, my friend, my president, and my father <b>Writing</b> An article about stereotypes <b>Listening</b> Conversation about traveling to India
Intonation – expressing surprise	<b>Train to THINK</b> Thinking about empathy <b>Values:</b> Respecting the law	<b>Reading</b> Newspaper articles: Crimes! Magazine article: Eating out behind bars <b>Writing</b> A report of a crime <b>Listening</b> Restoring Justice

TOWARDS B2 First for Schools practice

Moving word stress	<b>Train to THINK</b> Fact or opinion? <b>Values:</b> Thinking carefully before you act	<b>Reading</b> Web article: The truth is out there Magazine article: The dress <b>Writing</b> Explaining a mystery <b>Listening</b> A short story
Short and long vowel sounds: /ɪ/ – /i:/ and /ɑ/ – /oʊ/	<b>Train to THINK</b> Exaggeration	<b>Reading</b> Magazine article: Money: past, present, and future Web forum: Inequality <b>Writing</b> My life in the future <b>Listening</b> Game show: <i>Moneyspinners</i>

TOWARDS B2 First for Schools practice

Strong and weak forms: /tu:/ and /tə/	<b>Train to THINK</b> Understanding cause and effect	<b>Reading</b> News report: Miracle underground Article: Emergency? What emergency? <b>Writing</b> A story about a rescue <b>Listening</b> The story of <i>Androcles and the Lion</i>
Different pronunciations of <i>ea</i>	<b>Train to THINK</b> Logical conclusions <b>Values:</b> Breaking new ground	<b>Reading</b> Online forum: The first time I ... A story: The first time I made friends with a spider <b>Writing</b> A story about a bad decision <b>Listening</b> Quiz: Transportation firsts

TOWARDS B2 First for Schools practice


**Pronunciation** pages 120–121 **Get it right!** pages 122–126 **Speaking activities** pages 127–128



# WELCOME

## A THAT'S ENTERTAINMENT!

### let and allow


- 1  W.01 Complete the conversation with the words. Then listen and check.

allowed | angry | feel | get  
guitar | let | look | **looking**  
makes | songs | sound | talent show

- Sara Hey, Karl, what are you <sup>0</sup>**looking** at?  
Karl My history book. Can't you see I'm busy?  
Sara I'm just asking. Sorry.  
Karl No, I'm sorry. I don't <sup>1</sup> \_\_\_\_\_ great today.  
Sara You don't <sup>2</sup> \_\_\_\_\_ very happy. What's the matter?  
Karl My dad <sup>3</sup> \_\_\_\_\_ me so <sup>4</sup> \_\_\_\_\_.  
Sara That doesn't <sup>5</sup> \_\_\_\_\_ so good. Why?  
Karl He says I'm not <sup>6</sup> \_\_\_\_\_ to be in the band.  
Sara What?! So he won't allow you to play in the <sup>7</sup> \_\_\_\_\_ on the weekend?  
Karl No. He says no music until after my exams.  
Sara But that's four weeks from now!  
Karl I know. He wants me to study and forget about writing <sup>8</sup> \_\_\_\_\_. He won't even <sup>9</sup> \_\_\_\_\_ me practice the <sup>10</sup> \_\_\_\_\_.  
Sara But you need some time to relax.  
Karl I know. I <sup>11</sup> \_\_\_\_\_ so angry when I think about it. It just isn't fair.

- 2  W.01 Listen again. Answer the questions.

- 1 Why is Karl angry?
- 2 How long is it until the exams finish?
- 3 What does Sara think about the situation?
- 4 Who do you agree with: Karl or his dad? Why?

- 3  SPEAKING What do your parents allow you to do during exam time? What don't they let you do? Make lists. Then compare with a partner.

### Music

- 4 Sort the words into two groups. Label the groups. Then think of four more items for each one.

classical | drums | guitar | jazz  
piano | pop | rap | violin



### Verbs of perception

- 5 Complete the sentences from the conversation with the correct forms of (not) look. Then match them with the rules.


- 1 You \_\_\_\_\_ very happy.
- 2 Hey, Karl, what \_\_\_\_\_ at?

**RULE:** We use verbs of perception (*look, smell, feel, taste*) ...

- in the present continuous to talk about actions. ☐
- in the simple present to talk about states. ☐

- 6 Complete the mini-dialogues with the correct forms of the verbs.

- 1 taste  
A What are you doing?  
B I \_\_\_\_\_ the soup ... It \_\_\_\_\_ great.
- 2 smell  
A My socks \_\_\_\_\_ really bad!  
B Then why \_\_\_\_\_ you \_\_\_\_\_ them?
- 3 feel  
A Why \_\_\_\_\_ you \_\_\_\_\_ that sweater?  
B Because it's so soft. I like the way it \_\_\_\_\_.

- 7  SPEAKING Work in pairs. Karl tries to persuade his dad to let him play in the talent show. Write a conversation of eight lines. Then read it out loud.

## The big screen

- 8 **SPEAKING** Work in pairs. For each movie genre, think of an example that you have both seen.

action | animated | comedy  
drama | horror | romantic comedy  
science fiction | thriller

- 9 Read the article. What movie genres does it mention?
- 10 Read the article again and answer the questions.
- When did Columbus start making movies?
  - Who are his movies especially popular with?
  - Where did he learn about filmmaking?
  - What does he do apart from direct movies?
  - Who started a company with him?
- 11 **SPEAKING** Work in pairs. Think of your favorite movie director and discuss these questions.
- What movies has this director made?
  - What do you like about his/her movies?

## Present perfect tenses

- 12 Complete the sentences. Use the present perfect simple or continuous form of the verbs and choose the correct words.
- They \_\_\_\_\_ (play) for / since 87 minutes and neither side has scored yet.
  - I yet / still \_\_\_\_\_ (not see) the finale, so please don't tell me which singer won.
  - \_\_\_\_\_ you \_\_\_\_\_ (see) last night's show still / yet? Bradley Cooper and Lady Gaga were guests.
  - The children \_\_\_\_\_ (sit) in front of the TV watching *SpongeBob* for / since seven o'clock this morning.
  - It's the funniest show on TV. I \_\_\_\_\_ (not miss) an episode still / yet.
  - The President \_\_\_\_\_ (say) the same thing for / since weeks now. No one believes her.

# BEHIND THE CAMERA



CHRIS COLUMBUS

A 12-year-old who gets left behind when his family goes on vacation, a teenage magician fighting to save his world, and the troubled son of a Greek god living in modern-day America: these are just three of the characters brought to life on the big screen by director Chris Columbus. With movies like *Home Alone*, *Harry Potter and the Chamber of Secrets*, and *Percy Jackson: Sea of Monsters*, Columbus has certainly shown that he knows how to get teenagers into movie theaters.

Columbus, who studied film at New York University, has been making movies for more than 30 years and has become one of the most successful movie directors of all time. Since he directed his first movie, *Adventures in Babysitting* in 1987, Columbus has been involved in some of the biggest movies as both a director and a producer.

But Columbus doesn't only make action movies for the teenage market. He's also made a number of successful movies for adults. Comedies such as *Mrs. Doubtfire*, dramas such as *The Help*, and science fiction movies such as *Bicentennial Man* have all helped make Columbus one of Hollywood's most popular filmmakers. And in 2014, he formed a production company with his daughter Eleanor.

## TV shows

- 13 **SPEAKING** Work in pairs. Look at the sentences in the previous exercise. Match them with the types of TV show.
- cartoon | talk show | sitcom  
sports show | talent show | the news
- 14 Choose a type of TV show from the list below. Write a sentence about it using the present perfect simple and/or continuous. Don't include the type of TV show in your sentence!
- drama series | game show  
reality TV show | soap (opera)
- I've been watching it for weeks, but no one has won the million-dollar prize yet.*
- 15 **SPEAKING** Read out your sentence. Can the rest of the class guess the type of TV show?

## B TIME TO ACT

### Our endangered planet

- 1 **SPEAKING** Work in pairs. Describe the photos. What problems do they show?



A



B



C

- 2 **W.02** Listen to three conversations. Match them with the photos.

- 3 **W.02** Listen again. In which conversation do you hear these words? Write the number.

- |                  |                          |            |                          |
|------------------|--------------------------|------------|--------------------------|
| a trash          | <input type="checkbox"/> | e fumes    | <input type="checkbox"/> |
| b climate change | <input type="checkbox"/> | f smog     | <input type="checkbox"/> |
| c litter         | <input type="checkbox"/> | g flooding | <input type="checkbox"/> |
| d pollution      | <input type="checkbox"/> |            |                          |

### Question tags

- 4 Complete these sentences from the recording with the question tags.

are they? | aren't they? | does it? | did they?  
is it? | isn't it? | weren't they? | doesn't it?

- I guess they're just lazy, \_\_\_\_\_
  - But it only takes a few people to spoil everything, \_\_\_\_\_
  - Yes, it's all those fumes from the factory, \_\_\_\_\_
  - They didn't ask us if we wanted it here, \_\_\_\_\_
  - Even if they do, it doesn't make our lives any better, \_\_\_\_\_
  - Hundreds of homes were damaged, \_\_\_\_\_
  - And the politicians aren't really doing anything to help, \_\_\_\_\_
  - It isn't the sort of thing you'd expect to see here, \_\_\_\_\_
- 5 Complete the sentences with question tags.
- You haven't told Ron, \_\_\_\_\_?
  - You're going to do something about it, \_\_\_\_\_?
  - It sounds pretty dangerous, \_\_\_\_\_?
  - It didn't work, \_\_\_\_\_?
  - It won't be easy, \_\_\_\_\_?
  - She wrote to her local politician, \_\_\_\_\_?

### So do I / Neither do I

- 6 Look at the questions and complete the answers with *so* or *neither*.

- A I don't really believe in all that.  
B \_\_\_\_\_ do I.
- A I think we should do something.  
B \_\_\_\_\_ do I.

- 7 **SPEAKING** Complete the sentences so that they are true for you and read them out. Agree (or disagree!) with your partner's sentences.

- I really like \_\_\_\_\_.
- I don't like \_\_\_\_\_.
- I believe \_\_\_\_\_.
- I don't believe \_\_\_\_\_.

### Accepting and refusing invitations

- 8 **W.03** Put the sentences in order to make a conversation. Then listen and check.

- Mandy Marco and I want to do something to help the flood victims.
- Mandy Yes – 20 km! Want to join us?
- Mandy That's a shame. But you will sponsor us, won't you?
- Mandy We're going to do a sponsored walk next Sunday.
- Jamal Of course I will.
- Jamal Are you going to walk a long way?
- Jamal What are you going to do?
- Jamal I'd love to, but I can't. I'm busy.

- 9 **SPEAKING** Work in pairs. Write a conversation using the underlined phrases from Exercise 8.

You and your friend are tired of all the trash in the street and have decided to do something about it. What are you going to do? Invite another friend to join you.



## Party time

**10** Work in pairs. Imagine you're organizing a party. Make a list of important things to do.

**11** Read the article. Does it mention the things on your list?

# HOW TO PLAN A PARTY



The first question to ask is, "Why am I having a party?" (It's someone's birthday; it's the end of term; your team won a big championship; just to have fun with friends.)

A really good party has a theme. What's going to be the theme for yours? Beach party? 1970s disco? Something else? Then you have to find <sup>1</sup>\_\_\_\_\_ to have your party. Wherever you decide to have it, it's always a good idea to <sup>2</sup>\_\_\_\_\_ permission from your parents first.

Now, it's time to <sup>3</sup>\_\_\_\_\_ the guest list. Are you going to invite <sup>4</sup>\_\_\_\_\_ you know, or just some of your friends? It's important to think hard about how many people you can afford to invite. Once your list is ready, you can <sup>5</sup>\_\_\_\_\_ the invitations. A good time is about two weeks before the party. Any sooner, and people might forget about it; any later, and some of the people on your list might already have other plans.

OK, so now you have two weeks to get everything ready. Don't panic – it's plenty of time: just don't leave <sup>6</sup>\_\_\_\_\_ until the last minute. If you want to <sup>7</sup>\_\_\_\_\_ a DJ, start looking now. Remember that they might ask you to <sup>8</sup>\_\_\_\_\_ a deposit, so make sure you have money for that. Then you need to <sup>9</sup>\_\_\_\_\_ the food and <sup>10</sup>\_\_\_\_\_ the room, although these things can be left until the day before.

Last but not least, keep cool, get some sleep, and in the afternoon before the party, just check it's all ready. Then – have fun!

**12** Read the article again and complete it with the missing words.

decorate | draw up | everyone  
everything | get | hire | organize  
pay | send out | somewhere

## Indefinite pronouns

**13** W.04 Complete the conversation with suitable indefinite pronouns (*everyone, somewhere, nothing, etc.*). Then listen and check.

David Do you have <sup>1</sup>\_\_\_\_\_ ready for the party?

Joanna No, <sup>2</sup>\_\_\_\_\_ is ready.  
We haven't found <sup>3</sup>\_\_\_\_\_ to have it, for a start. We've looked <sup>4</sup>\_\_\_\_\_.

David Have you invited <sup>5</sup>\_\_\_\_\_ yet?

Joanna Yes, we've invited 50 people and <sup>6</sup>\_\_\_\_\_ is coming!

David So you have 50 people coming, but <sup>7</sup>\_\_\_\_\_ for them to come to?

Joanna That's right.

David Well, we have to do <sup>8</sup>\_\_\_\_\_.  
How about using my house?

Joanna What about your parents?

David They won't mind. They're going <sup>9</sup>\_\_\_\_\_ for the weekend.  
I'll make sure <sup>10</sup>\_\_\_\_\_ is nice and clean when they get home.

**14** Read the next part of the story and continue the conversation. Write four more lines. Use at least one indefinite pronoun.

*It's the day after the party. David's mom and dad arrive home and open the door ...*

Mom What's happened? Look at our house!

Dad David! DAVID!

David Oh, hi, Mom. Hi, Dad. You're home early. Did you have a good time?

## Arranging a party

**15** SPEAKING Work in pairs to organize a party. Be creative! Think about:

- what it's for
- where it will be
- the theme
- food and drink
- who to invite
- music

## C IN MY OPINION, ...

### Feeling under the weather

- 1 W.05 Listen to the conversation.  
What's the matter with Angie?

- 2 Complete the conversation with the words.

appointment | better  
energy | get | operation  
physically | should | took

- Mom You don't look well, Angie. What's up?  
Angie I'm just tired all the time, Mom. You know, I don't have any <sup>1</sup> \_\_\_\_\_.  
Mom Are you sleeping OK?  
Angie Not great, no. I often wake up in the night.  
Mom Well, you know, Angie, you <sup>2</sup> \_\_\_\_\_ get more exercise. That would help.  
Angie Really?  
Mom Yes. I mean, if you <sup>3</sup> \_\_\_\_\_ more exercise, you'd be more tired <sup>4</sup> \_\_\_\_\_ and then you'd sleep better.  
Angie You're joking, right? I run, I go swimming, I go for long walks. My problem isn't exercise.  
Mom Yes, you're right, of course. Well, perhaps you'd <sup>5</sup> \_\_\_\_\_ see a doctor. I can call and make an <sup>6</sup> \_\_\_\_\_ for you if you like.  
Angie A doctor? I don't think so. I don't feel sick – just tired. I'm sure I'll <sup>7</sup> \_\_\_\_\_ better soon.  
Mom OK, well, we can talk about it later. I'm going out to see a friend of mine who had an <sup>8</sup> \_\_\_\_\_ last week.  
Angie OK, Mom. Hope your friend's all right. And don't worry about me. I'll be fine.

- 3 Match the verbs (1–5) with the nouns and adjectives (a–e) to make phrases. Sometimes there's more than one possible combination.

- |        |                  |
|--------|------------------|
| 1 feel | a an appointment |
| 2 get  | b an operation   |
| 3 have | c a doctor       |
| 4 make | d better         |
| 5 see  | e sick           |

- 4 Write down as many words related to health as you can think of. Then compare with a partner.

sick  
nurse  
hospital  
...



### Giving advice

- 5 Complete the sentences with *better*, *should*, or *ought*.

- It's late – you'd \_\_\_\_\_ go.
- If you don't feel well, you \_\_\_\_\_ to see a doctor.
- Jane's in the hospital. We \_\_\_\_\_ go and visit her.
- The doctor is very busy, so you \_\_\_\_\_ make an appointment. Don't just show up.
- Your knee hurts? Well, you'd \_\_\_\_\_ not play soccer today, then.
- If you want to get better, you \_\_\_\_\_ to rest as much as possible.

- 6 Match the problems (1–3) with the advice (a–c). Then write one more piece of advice for each problem. Use *had better*, *should*, and *ought to*.

- My hand really hurts. ☐
- I think I'm going to be late for school. ☐
- I can't do this homework. ☐

- a You'd better hurry.  
b Maybe you should call a friend.  
c You ought to see a doctor.

- 7 **SPEAKING** Work in pairs. Write mini-dialogues including the problems and advice in Exercise 6. Add two or three lines to each. Then act them out.

## Better or worse?

8 Read the blog entry. Mark the sentences T (true) or F (false).

- 1 The writer likes awards ceremonies. ☐
- 2 *A Star is Born* won Best Picture at the 2019 Oscars. ☐
- 3 The writer thinks the song in *A Star is Born* is the coolest he's ever heard. ☐
- 4 Dave thinks the writer is very intelligent. ☐

9 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What other awards ceremonies do you know of?
- 2 Do you like awards ceremonies? Why or why not?
- 3 Do you think it's fair to compare different movies, actors, music, etc. and choose one as the best?

## Comparisons

10 Complete the sentences with the correct form of the adjectives and adverbs. Add any other necessary words.

- 1 The weather tomorrow won't be \_\_\_\_\_ (cold) as today.
- 2 This is the \_\_\_\_\_ (good) pizza I've ever eaten.
- 3 Do you think this is \_\_\_\_\_ (difficult) than the other test?
- 4 This book's OK, but it isn't the \_\_\_\_\_ (interesting) one I've ever read.
- 5 She learns things \_\_\_\_\_ (easy) than I do.
- 6 I'm not very good at tennis, but I'm \_\_\_\_\_ (bad) as Janice!
- 7 Hurry up! Can't you walk \_\_\_\_\_ (quick) than that?
- 8 Do you speak \_\_\_\_\_ (loud) as your sister?

11 **SPEAKING** Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?

- 1 The best things in life are free.
- 2 If something is more expensive, it's always better.
- 3 It's more important to work hard than to play hard.
- 4 Exercise isn't as important as good sleep.

12 Choose two things or people from one of these categories. Write a paragraph comparing them.

sports that you like | actors that you like  
towns or cities that you know  
school subjects | books that you have read

# WHY ALL THESE awards?

**I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is "the best" or "the most comfortable" or "the biggest," and so on. And sometimes the prize winners aren't the best anyway!**

Here's an example: the Oscars in 2019. I saw the movie *A Star is Born* and it was the most wonderful movie I'd ever seen. But did it win the Oscar for Best Picture? No! They gave the award to *Green Book*! Can you believe it? It wasn't as good as *A Star is Born*.

OK, *A Star is Born* got lots of nominations – seven, I think – but I don't think that's enough. Lady Gaga was fantastic as Ally Maine. In my opinion, I think she's much better than Olivia Colman, who won Best Actress. But the good thing is that *A Star is Born* won Best Original Song for *Shallow* – I've never heard anything as cool. And was the acting good? It was great! No other movie had acting as good as that.

I said all these things to my friend Dave the day after the Oscars. I told him I thought the judges were the craziest people in the world. Dave asked me how many movies I'd seen in 2018. I said, "One – *A Star is Born*." Dave says he doesn't know anyone as silly as me.





## D HELP!

### Reported speech

#### 1 Read the story and answer the questions.

- 1 What had happened to the caller's computer screen?
- 2 What three things did Vicky ask the caller to do?
- 3 Why couldn't the caller turn on the lights?
- 4 What did Vicky finally say to the caller?
- 5 What happened to Vicky in the end?

**We asked readers to tell us about a time when they tried to help someone. Here's one from Vicky Hastings.**

I used to work in IT for a big company, but I was fired because I got angry with a manager. Here's what happened.

I answered the phone one day and said, "Hi. Can I help you?" A voice said, "Hi. I'm a manager in the Sales Department and I have an IT problem. I need your help." "What's the problem?" I asked and he told me his computer screen had suddenly gone black.

<sup>1</sup> \_\_\_\_\_, I couldn't think why it had happened. I asked him to check that the screen was still connected. He said it was. <sup>2</sup> \_\_\_\_\_ I asked him if he'd pressed any buttons by mistake. He said, "No, I was downloading a program when, suddenly, it went 'poof.'"

<sup>3</sup> \_\_\_\_\_ a few seconds, I said, "OK, please check that your computer is still plugged in at the wall. Sometimes it gets disconnected accidentally." The manager asked me to wait a bit. Then he came



back and said, "I can't see behind my desk where the plug is. It's very dark." So I told him to turn the light on. Do you know what he said? "Oh, I can't do that, the electricity went off five minutes ago."

I tried to keep quiet. But <sup>4</sup> \_\_\_\_\_, I had to say something. I warned him never to waste my time again, ever. He complained to my boss and I got fired. How fair is that, do you think?

#### 2 Rewrite the sentences in reported speech.

- 0 "I need your help."  
He said that he needed my help.
- 1 "What's the problem?"  
I asked him \_\_\_\_\_
- 2 "I can't see here because it's very dark."  
He said that \_\_\_\_\_
- 3 "Please check that your computer is still plugged in."  
I asked him to \_\_\_\_\_
- 4 "I can't turn the light on because the electricity went off five minutes ago."  
He said that \_\_\_\_\_

### Sequencing words

#### 3 Match these words with spaces 1-4 in the story.

- |         |                          |            |                          |
|---------|--------------------------|------------|--------------------------|
| a After | <input type="checkbox"/> | c finally  | <input type="checkbox"/> |
| b Then  | <input type="checkbox"/> | d At first | <input type="checkbox"/> |

### Asking for and offering help

#### 4 Put the words in order to make questions.

- 1 I / you / Can / help / ?
- 2 help / something / you / me / Could / with / ?
- 3 me / you / Can / a / lend / hand / ?
- 4 you / Do / help / any / need / ?
- 5 you / minutes / have / a / Do / few / ?

#### 5 Look at the sentences in Exercise 4 again. Mark them A (asking for help) or O (offering help).

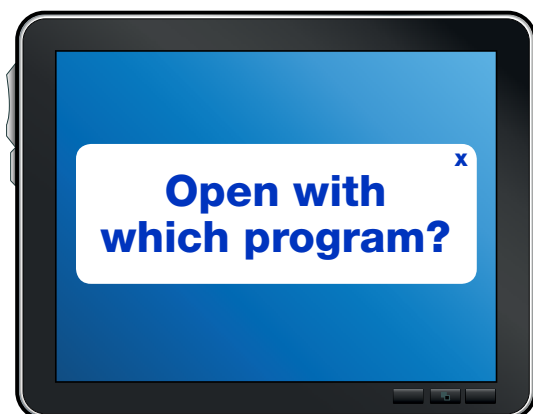
#### 6 **SPEAKING** Work in pairs. Choose a situation and write a conversation in which A asks B for help. Use expressions from Exercise 4. Then act it out.

- A has a problem with some homework.
- A isn't feeling well.
- A's computer isn't working.
- A wants to have a party, but doesn't know where to hold it.



## IT problems

- 7 **SPEAKING** Work in pairs. What do the pictures show?



A ☐



B ☐



C ☐

- 8 **W.06** Listen to three conversations. Match them with the pictures in Exercise 7.

- 9 **W.06** Listen again. In which conversation do you hear these words? Write the number.

- |              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| a attachment | <input type="checkbox"/> | e install | <input type="checkbox"/> |
| b coverage   | <input type="checkbox"/> | f online  | <input type="checkbox"/> |
| c downloaded | <input type="checkbox"/> | g program | <input type="checkbox"/> |
| d file       | <input type="checkbox"/> | h upload  | <input type="checkbox"/> |

## IT vocabulary

- 10 Choose the correct words.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 go / have online               | 8 key / delete a message         |
| 2 post / file a comment          | 9 open / install an attachment   |
| 3 install / key in your password | 10 post / buy an app             |
| 4 install / go a program         | 11 upload / activate flight mode |
| 5 attach / activate a file       | 12 have / go cell phone service  |
| 6 go / download a file           |                                  |
| 7 upload / key a photo           |                                  |

- 11 Match the verbs with the nouns. Make as many combinations as you can.

a message | a photo | flight mode | a password  
an attachment | a program | a file | an app

- 0 install install a program / an app
- 1 attach \_\_\_\_\_
- 2 download \_\_\_\_\_
- 3 upload \_\_\_\_\_
- 4 open \_\_\_\_\_
- 5 post \_\_\_\_\_
- 6 delete \_\_\_\_\_
- 7 activate \_\_\_\_\_
- 8 key in \_\_\_\_\_

## Passive tenses

- 12 Complete the sentences from the conversations with the verb forms.

is being repaired | was taken | is installed

- 1 The photo \_\_\_\_\_ on a safari trip.
- 2 Just click on it and the program \_\_\_\_\_ automatically.
- 3 The network \_\_\_\_\_ out here.

- 13 Rewrite the sentences in the passive.

- 0 Someone posted a message.  
A message was posted.
- 1 Someone is downloading a program.  
\_\_\_\_\_
- 2 Someone has installed a new program.  
\_\_\_\_\_
- 3 Someone has entered the password.  
\_\_\_\_\_
- 4 Someone is repairing the anti-virus software.  
\_\_\_\_\_
- 5 Someone deleted the message.  
\_\_\_\_\_

- 14 Describe one of these processes using the passive.

- downloading an app to your cell phone
- uploading a photo to a social networking site
- installing a program on your computer

# 1 BIG DECISIONS



## Get THINKING

Watch the video and think:  
are you good at making decisions?

### OBJECTIVES

#### FUNCTIONS:

talking about the future; complaining

#### GRAMMAR:

present tenses (review); future tenses (review)

#### VOCABULARY:

making changes; life plans;  
phrases with *up*



## READING

1 What are the people doing in the photos? Are these things you do or would like to do? Why?

2 Check (✓) the things you would like to do when you finish school. Then add two more ideas of your own.

- ☐ travel to other countries
- ☐ go to college
- ☐ go into business
- ☐ get any job you can find
- ☐ do any job you can and spend time on your hobbies
- ☐ find work that provides training on the job
- ☐ do volunteer work

3 **SPEAKING** Work in pairs. Compare your ideas from Exercise 2. Give reasons for your choices.

4 Read John's blog post on the next page and the replies to it quickly. Which three photos show activities that these people do now?

Amy ☐ Mark ☐ Pauline ☐

5 **1.01** Read the article again and listen. Mark the sentences T (true) or F (false).

- 1 John is unsure what to do when he leaves school. ☐
- 2 John is worried about his exam results. ☐
- 3 Amy went to Thailand to learn the language. ☐
- 4 Amy has plans for when she leaves Thailand. ☐
- 5 Mark's advice is to do a course. ☐
- 6 Pauline got a job before she finished her university course. ☐